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Early Childhood Special Education Support Services (ECSE)

March 20, 2024



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Community Advisory Committee (CAC)

Meeting Date
March 20, 2024



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(OR)

<https://bit.ly/CAC-QUESTIONS>



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Ensure ALL our students graduate READY FOR THE WORLD -to thrive in college, career, and life.

Objectives

- ECSE Support Services Overview
- ECSE Support Services Programs
- ECSE Inclusion
Universal Transitional Kindergarten
Collaborative Class



Acronyms

LAUSD – Los Angeles Unified School District

ECSE – Early Childhood Special Education

IEP – Individualized Education Program

PKIT – Pre-Kindergarten Itinerant Teacher

IDR – Informal Dispute Resolution

AECP – Afterschool Early Childhood Program

IDEA – Individuals with Disabilities Education Act

VI – Visually Impaired

DHH – Deaf and Hard of Hearing



Acronyms

OI – Orthopedic Impairment

SEA – Special Education Assistant

PSW – Psychiatric Social Worker

IFSP – Individual and Family Support Plan

ASL – American Sign Language

NPA – Non-Public Agency

ESY – Extended School Year



Early Childhood Special Education Vision

- Maximize student achievement through the provision of a robust instructional program for ALL children in the Least Restrictive Environment.
- Decrease the need for special education services due to implementation of early intervention.



ECSE Support Services Overview

- Support Services for approximately 10,000 children yearly
- Support Services for approximately 350 Early Start children (0-3) yearly
- Support Services in A Variety of Settings:

In Home/Natural Environment Services for Early Start (0-3)
Family Support Groups & Clinics (0-3)

Head Start Agencies
Community Preschools
Home Hospital Services
Elementary Schools
Early Education Centers



Scan to submit questions.

ECSE Program Administrators

Early Start Low Incidence Program (0-3)

Tobi McKay

Head Start Integrated

Stephanie Jones

Preschool Kinder Itinerant Teacher –PKIT

Anna Clanin

Intake & Assessment

Dr. Monique Rowles

Instruction/Operations

Cesar Rodriguez

IDR/AECP – Julia Watanabe



Benefits of ECSE Services

- Significantly reduces the impact of the disabilities
- Produces substantial gains in development
- Increases capabilities and skills, allowing for reduced need for special education supports and increased ability to participate and access the regular education environment and program upon reaching elementary school age



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Individuals with Disabilities Act (IDEA)

Part C

- Birth to 3
- Content is focused on this age group
- Defines Individual Family Service Plan (IFSP)
- Outcomes are focused on child and family skill development
- Provides services to both child and family
- Mandates steps for transition to Part B services
- Emphasizes natural environments



Individuals with Disabilities Act (IDEA)

Part B

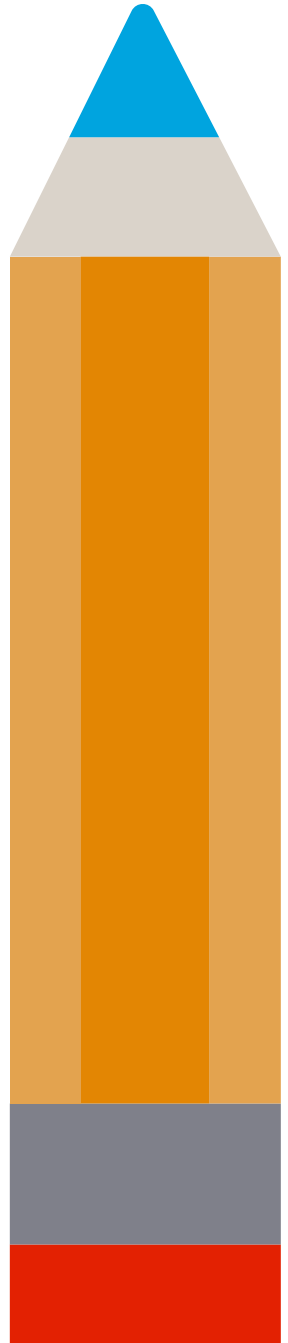
- Ages 3 through 21
- Specific references to preschool age children
- Defines Individualized Education Program (IEP)
- Mandates Curriculum-oriented services
- Must ensure all preschool children with disabilities are educated with their non-disabled peers to maximum extent possible



Early Start Low Incidence Support Services

Contact Information
Early Childhood Special Education

213-241-4713



Early Start Low Incidence Program (0-3)

- Credentialed teachers for eligibilities of Visual Impairment (VI), Deaf and Hard of Hearing, (DHH) & Solely Orthopedic Impairment (OI)
- Multidisciplinary team: 2 PSWs, 2 School Nurses, 4 Educational Audiologists, 23 Teachers, 11 SEAs.
- Intake & assessment to determine child's educational needs & develop an Individualized Family Service Plan (IFSP).
- Interdisciplinary collaboration to develop IEPs.
- Specialized instruction and parent training for eligibility specific needs, as well as all 5 areas of child development: Self-Regulation, Social & Emotional, Language & Literacy, Cognition, Physical & Health.



Early Start Low Incidence Program (0-3)

- Services provided in the natural environment of home and community
- Family Support Groups and Clinics
- Auditory Verbal Therapy and Orientation & Mobility services
- Individual ASL and afterschool pilot ASL classes for families
- Bilingual Support including ASL and Spoken Languages



Head Start Integrated Support Services

Contact Information
Early Childhood Special Education

213-241-4713



Head Start Integrated Program

- Head Start is a federally funded preschool program that promotes school readiness for children ages 3–5 from low-income families through education, health, mental health, nutrition, social and other services.
- Head Start Integrated Program provides high quality, NPA special education staff and District staff to support the Head Start comprehensive preschool program for eligible children and families.
- LAUSD and various Head Start Agencies have partnered to offer preschool collaborative programs. These programs provide an opportunity for Credentialed, LAUSD Special Education Teachers to work alongside Head Start teachers to help all children.



Head Start Integrated Program

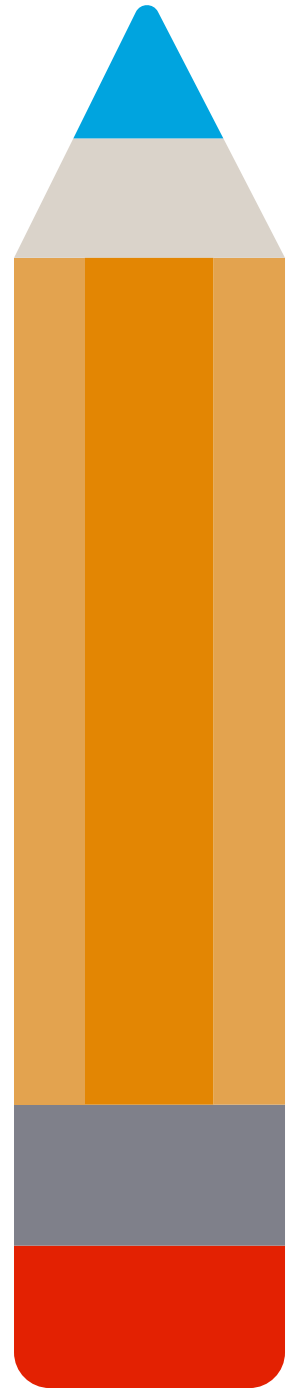
- Provides services to 593 Head Start classrooms for approximately 1200 children.
- Offers Pre-Referral Intervention for children who may need supports but not assessments.
- Offers Behavior Support prior to referral, during the referral process or at the IEP. Also, offers consultative Behavior Support for children that do not qualify for special education supports or are accessing District programs.



Preschool Kindergarten Itinerant Support Services

Contact Information
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Preschool Kinder Itinerant Teacher Services

PKIT Team:

Administrator

1 Behavior Specialist, 39 Teachers,

16 Special Education Assistants (Behavior Support)

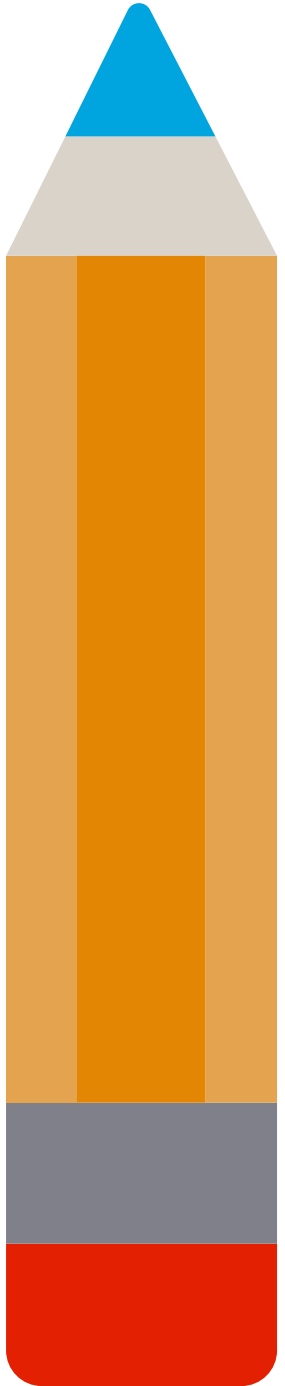
- PKIT - direct service
- Home Instruction/ Home Hospital
- Preschool Behavior Intervention Consultation
- Case Management



Intake & Assessment Support Services

Contact Information
Early Childhood Special Education

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Intake & Assessment

- The intake and assessment teams receive approximately 600 referrals per month for unenrolled preschool aged students.
- There are 40 assessment teams working at 10 assessment sites across the District. The teams can be comprised of special education teachers or social workers, psychologists, language and speech therapists, occupational therapists, physical therapists, and special education assistants.

***For some families this may be their very first time interacting with LAUSD. It is an opportunity to create lasting positive relationships between families and the District.**



Intake & Assessment–Seamless Transition

Complete initial assessments and IEPs for students transitioning from Part C to Part B

Part C services may be service provided by the Regional Center, the Early Start team (for students with low incidence eligibilities), or both

- Students are referred at two years and eight months to the District
- This gives sufficient time to complete the IEP by the third birthday so that there is no interruption in services for students who continue to qualify

Part B services are provided to students at the age of three

- The District needs to complete an assessment to determine if a child is in need of services after three years of age
- Focus on identifying eligibility
- For students who continue to qualify, identifying appropriate programs and supports for preschool



Intake & Assessment –Direct Referrals

Parents/guardians and community providers may submit referrals to special education for preschool aged students who are not enrolled in an LAUSD program

- The student needs to be at least two years and nine months old
- Parents/guardians participate in a telephone interview with ECSE staff who collect additional information regarding areas of concern to identify appropriate assessment areas
- The assessment plan must be signed by the educational rights holder for the team to initiate the assessment

***The IEP also needs to be signed by the educational rights holder**



Intake & Assessment – Timelines

- Once the District receives a referral, a response must be delivered to the parent within 15 days
 ECSE issues assessment plan to family
- Once the District receives the signed assessment plan from the family the District has 60 days to complete the assessment process and the IEP

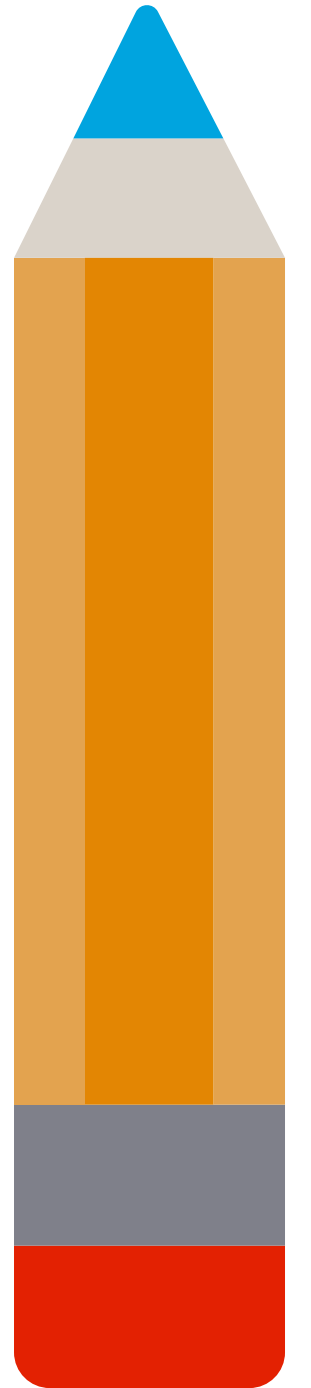
***Please note that families need to make the student available to assess**



Instructional and Operational Support Services

Contact Information
Early Childhood Special Education

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ECSE Instruction & Operations

642 Preschool Programs/303 Inclusive Programs

Continuum of Preschool Programs:

Collaborative Classes

Universal Transitional Kindergarten Collaborative Class (UTK CC)

Early Education Center Preschool Collaborative Class (EEC PCC)

Head Start Preschool Collaborative Class

California State Preschool Program Collaborative Class (CSPP PCC)

Preschool for All Learners Collaborative Class (PAL CC)

Special Day Programs

Preschool for All Learners (PAL)

Preschool Comprehensive (PSC)

Other

Categorical Programs

Afterschool Early Childhood Program (AECF)

***All programs and placements are to be individually determined by the IEP team. While this guidance discusses program options at public school sites, please note that non-public school (NPS), home/hospital, or other placements along the full continuum of program options are also available as appropriate to the individual needs of the student.**



ECSE Instruction & Operations

ECSE Support Staff:

- Technical support to 642 early childhood special education programs at elementary school sites and early education centers.
- strategically expand inclusive learning environments
- Provide professional development for ECSE teachers.
- Provide continuum of program placement offers for IEP Teams & transportation services to eligible children.
- Support Extended School Year (ESY)



ECSE Instruction & Operations

ECSE Support Staff:

- Support the implementation of District approved Creative Curriculum, CDE Preschool Learning Foundations and Curriculum Frameworks to improve student outcomes.
- Support the implementation of Universal Design of Learning to address the needs of all children.
- Support the implementation of positive behavior practices to address social emotional needs of all children.
- Considering LRE for each child.



What to Expect from a Preschooler?

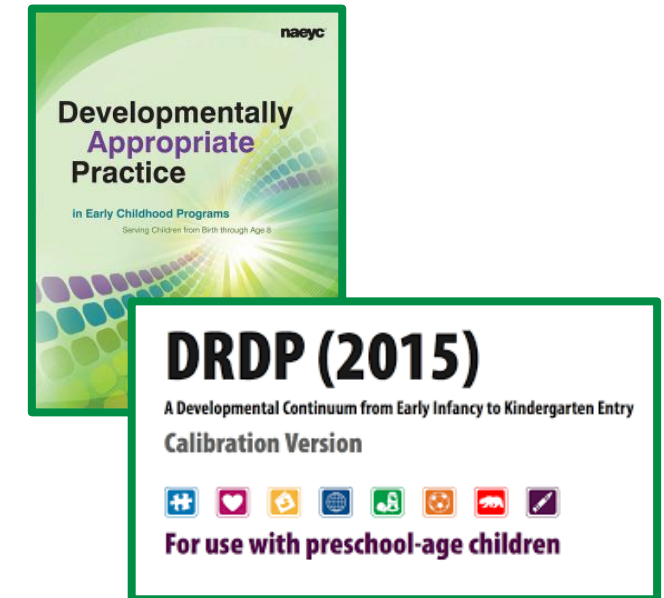
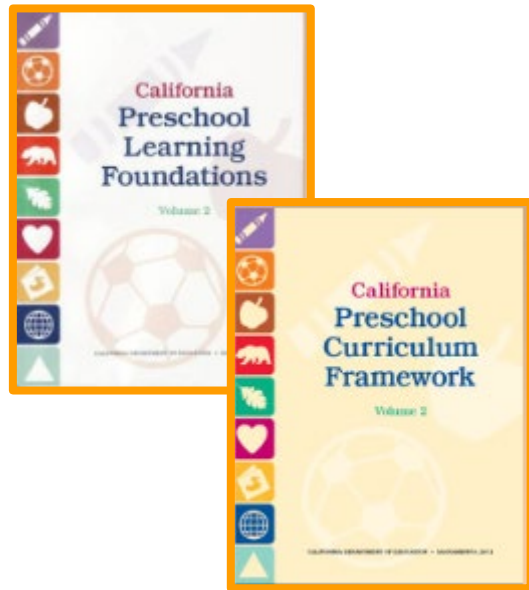
Most two-, three- and four-year-olds

- Pay NO attention to what they are asked to do
- Say NO and Refuses to do what is expected or asked
- Are poky; waste time eating, dressing and washing
- Leave tasks undone; start but do not finish
- Wiggle around; do NOT sit still
- Laugh, squeal, and jump around most of the time
- Grab toys; shove, hit bite, or attack others
- Refuse to share things with other children
- Ask for unnecessary help



What to Expect in ECSE Preschool Programs

Research Based Creative Curriculum, Developmentally Appropriate Practice, California Preschool Learning Foundations, and the State mandated Desired Results Developmental Profile Assessment Tool.



ECSE Inclusion: Universal Transitional Kindergarten Collaborative Classes (UTK CC)

Contact Information
Early Childhood Special Education

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LAUSD Inclusion: IDEA & CDE

Inclusive Learning Environments

- Under the Individuals with Disabilities Education Act (IDEA) the Los Angeles Unified School District must ensure that all preschool children with disabilities are educated with their non-disabled peers to the maximum extent possible (34CFR 300.114).
- To meet California Department of Education Special Education Division Performance Indicator **#6: Preschool Least Restrictive Environment**, the LAUSD Divisions of Early Childhood Education and Special Education, Early Childhood Special Education (ECSE) are expanding opportunities for inclusion of pre-school children with disabilities with their non-disabled peers.



LAUSD Inclusion: Research-What We Know...

Research has shown that:

- All students, regardless of severity of disability, could potentially benefit from inclusive opportunities
- Positive social outcomes have been demonstrated when social interaction is frequent, planned and promoted by teachers
- Typically developing peers show positive outcomes from inclusive experiences
- Inclusive settings have shown greater outcomes for retention of skills



ECSE UTK CC

Universal Transitional Kindergarten (UTK) with Collaborative Classrooms (CC)

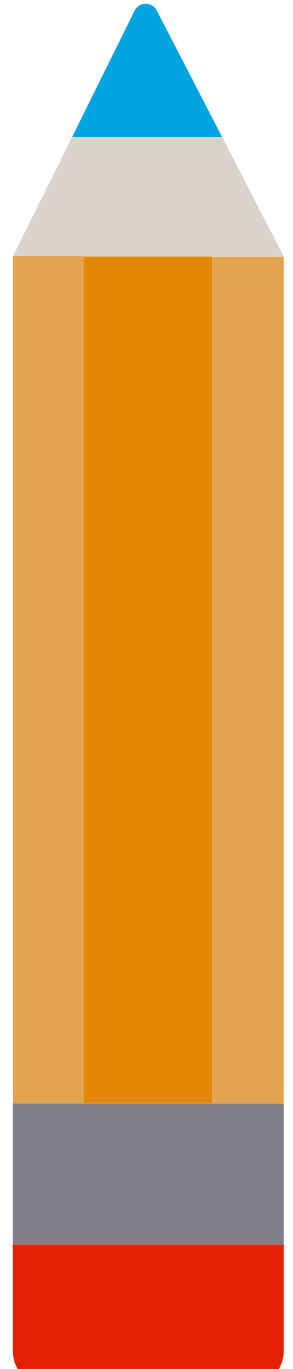
The UTK CC class is an educationally based inclusive program that operates 6 hours a day, 5 days a week. The preschool curriculum is delivered through evidence-based practices. The classroom collaborative team is comprised of a general education credentialed teacher, an early childhood special education teacher, one general education instructional aide and one special education assistant. Related services are provided at the school site or designated District location.



Early Childhood Special Education Support Services

Contact Information
Early Childhood Special Education

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Resources



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Early Childhood Special Education (ECSE)



The Early Childhood Special Education (ECSE) Department provides oversight to a wide range of special education programs, supports, and services for children birth to five who have identified special education needs.

Early Childhood Special Education

- * ECSE Brochures
- * ECSE Family Site

<https://www.lausd.org/Page/17167>

Email: ecse@lausd.net

Twitter: @ECSE_LAUSD



Early Childhood Special Education

Proudly serving families and students ages birth to five

Our dedicated ECSE team is ready to assist you with:

- Answering questions about the special education infant/preschool/transition program
- Addressing IFSP and IEP inquiries and assisting with related concerns
- Bridging communication between school staff and families to promote a smooth transition to school
- Enrollment procedures for preschool age children, including Extended School Year (ESY)

Contact Us

Monday - Friday
7:30 AM - 4:30 PM **213-241-4713**

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Summary of Learning

- Early Childhood Special Education Support Services
- Early Childhood Special Education Support Services Programs and contact information
- The benefits of Inclusion



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 நன்றி Bedankt Dakujem धन्यवाद Arigato Mochchakkeram
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